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ABSTRACT

Requiring and supporting the development of thinking skills, this paper presents Washington State's Essential Academic Learning Requirements for writing. It sees writing as an act of discovery, of communication, of joy, and as an essential part of a literate society. Four charts outline standards and benchmarks regarding: (1) writing clearly and effectively; (2) writing in a variety of forms for different audiences and purposes; (3) understanding and using the steps of writing process; and (4) analyzing and evaluating the effectiveness of written work. The four charts are divided into benchmarks for grades 4, 7, and 10. (SC)

Essential Academic Learning Requirements in Writing.

Washington State Commission on Student Learning.

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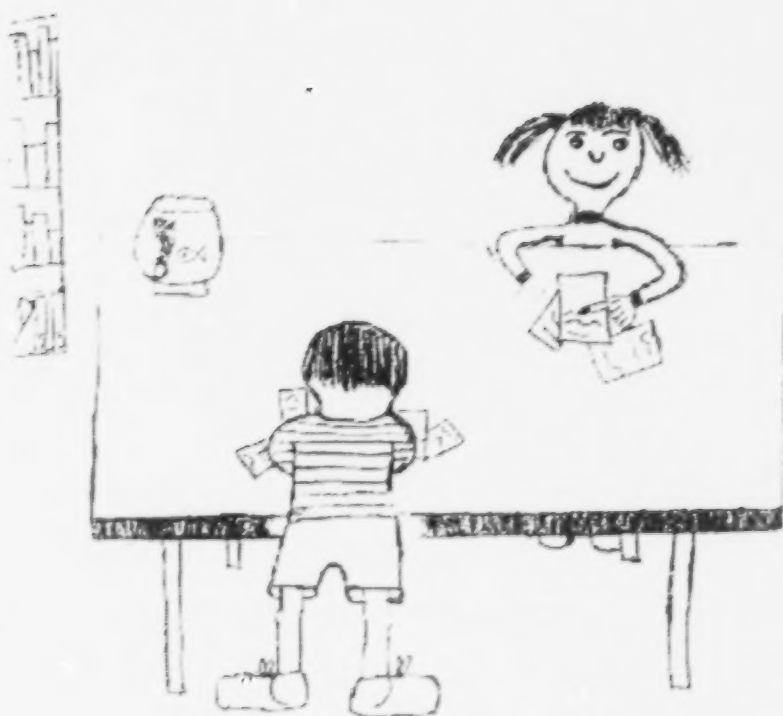
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Washington State Commission on Student Learning
1000 University Street
Seattle, WA 98101-3343

L. Peterson

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Writing



Ruth D.

INTRODUCTION TO WRITING

Writing for Today and Tomorrow - Writing is essential to a literate society. Writing can be an act of discovery, of communication, of joy. It connects us to work, to culture, to society, to existing knowledge, and to the meanings of our lives.

What Is Writing? - Writing is the learned process of shaping experiences into text, allowing the writer to discover, develop, clarify and communicate thoughts and feelings. Writing requires and supports the development of thinking skills. Learning to write brings the learner into the literate community as an active participant in the conversation. Writing is our catalyst for creating the future.

Committed writers use writing for a wide spectrum of practical, economic, social, personal and aesthetic purposes. Engaged writers use a language that is alive, flexible and adaptable to the highest expression of which the human being is capable.

Essential Academic Learning Requirements in



WRITING

1. The student writes clearly and effectively.

To meet this standard, the student will:

- 1.1 develop concept and design
develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively
- 1.2 use style appropriate to the audience and purpose
use voice, word choice, and sentence fluency for intended style and audience
- 1.3 apply writing conventions
know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

- 2.1 write for different audiences
- 2.2 write for different purposes
such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, explaining concepts and procedures
- 2.3 write in a variety of forms
including narratives, journals, poems, essays, stories, research reports, and technical writing
- 2.4 write for career applications

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3. The student understands and uses the steps of the writing process.

To meet this standard, the student will:

- 3.1 prewrite
generate ideas and gather information
- 3.2 draft
elaborate on a topic and supporting ideas
- 3.3 revise
collect input and enhance text and style
- 3.4 edit
use resources to correct spelling, punctuation, grammar, and usage
- 3.5 publish
select a publishing form and produce a completed writing project to share with chosen audience

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard, the student will:

- 4.1 assess own strengths and needs for improvement
analyze effectiveness of own writing and set goals for improvement
- 4.2 seek and offer feedback

WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

1. The student writes clearly and effectively.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
1.1 develop concept and design		
represent one main idea or topic in text	demonstrate consistency in focus; construct a logical argument	maintain a sharp focus throughout the work; focus text clearly to hold a reader's attention, to make a point, to tell a story, and/or describe a process or phenomenon
choose own topic; write in more than one genre	write in a number of genres and forms	approach a topic in an individualized and purposeful way
include relevant details	discriminate between essential, intriguing, or useful information and trivia	◆ discriminate between essential, intriguing, or useful information and trivia
elaborate on details to enhance or support main ideas	demonstrate elaboration through examples, details, facts, and/or reasons, etc.	develop a topic, theme, or central metaphor with carefully chosen and focused detail and content
organize text with a clear beginning, middle, and end (spatial, sequential); use transitions to construct logical order	use effective organizational structures; construct sequenced paragraphs using effective transitions	control emphasis, sequencing, focus, and transitions in a variety of genres <i>such as poetry, technical, or narrative</i>
use paragraphs to organize text	write coherent paragraphs	◆ write coherent paragraphs
	write analytically using basic and clear logic	develop analysis, synthesis, persuasion, and exposition logically; demonstrate advanced logic
1.2 use style appropriate to the audience and purpose		
communicate own perspective and ideas	choose voices appropriate to different genres and audiences	recognize voice; strengthen and modify own voice as appropriate
demonstrate awareness of the audience	choose language that is precise, engaging, and well-suited to the topic and audience	choose words to convey intended message in a precise, interesting, and natural way
use patterns and vocabulary from literature and non-fiction	use accurate and precise language relevant to content area	use specialized vocabulary relevant to a specific content area
use figurative language and imagery	experiment with figurative language and sound patterns	use figurative language and sound patterns effectively
use words in more than one context	use words appropriate to the chosen purpose	consider connotation and denotation when choosing words
use a variety of sentence lengths and types	vary sentence length and structure	vary the complexity of sentence structure and cadence for effect

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WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

Writing - Essential Academic Learning Requirement 1 (Continued)

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
1.3 apply writing conventions		
write complete sentences	use compound and complex sentences	use standard writing conventions in final draft to enhance meaning and clarity:
use correct subject-verb agreement	employ conventional grammar <i>such as subject/verb agreement and verb tense agreement</i> except for effect	• grammar/usage • capitalization • punctuation • spelling
use capitalization and punctuation accurately in the final draft	apply capitalization and punctuation rules correctly	
spell age-level words correctly in the final draft	spell correctly except for effect in final draft	
indicate paragraphs consistently	use paragraphing, stanza division and other textual markers <i>such as table of contents, title and subtitle, and bullets</i>	use paragraphing and stanza division to reinforce text's organizational structure
use correct cursive letter formation and legible handwriting	write legibly	♦ write legibly

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WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
2.1 write for different audiences		
write for self, teacher, or other personally known audience	write for distant audiences <i>such as pen pals and community members</i>	identify, analyze, describe, and meet the needs of chosen audience
show some awareness of audience needs	determine and write for the needs of different audiences	show sense of how particular audience may interpret a text
2.2 write for different purposes		
write for different purposes including • to respond to teacher's prompt • to tell about something • to name something • to describe something • to direct • to imagine • to learn	write for a range of purposes including • to express him/herself • to inform others • to create • to explain ideas or procedures • to persuade others • to entertain • to debate • to question	write for a broad range of purposes including • to reflect upon own experiences • to experiment with language • to make inferences or draw conclusions • to present an analytical response to literature • to apply for jobs • to communicate research findings • to convey technical information
2.3 write in a variety of forms		
write in a variety of forms and genres (narratives, journals, poems, essays, reports, stories, etc.)	write in a variety of forms and genres (narratives, journals, poems, essays, stories, research reports, etc.)	write in a variety of forms and genres (tall tales, myths, fables, reports, experiments, directions, dramas, narratives, journals, poems, essays, stories, etc.)
	vary form, detail, and structure of writing in accordance with intended audience and purpose	interweave elements of exposition, argumentation, narration, figurative, and rhythmic language as needed according to audience and purpose
2.4 write for career applications		
identify the kinds of documents one might be required to write in a career setting	identify particular forms one might be required to use when writing in career settings, <i>for example, software programs or research reports</i>	identify particular writing skills required for occupational/career areas of interest
write non-technical documents that could be used in a career setting <i>such as memos, letters, and directions</i>	produce technical and non-technical documents using resources from career settings <i>such as evacuation manuals, consumer spending graphs, and demographic tables</i>	produce technical and non-technical documents for career audiences <i>such as a homepage, research report, or blueprint</i>
cite sources when writing reports or technical documents	identify different forms used to cite sources when writing reports or technical documents, <i>for example, references, footnotes, and endnotes</i>	understand the importance of using reference style consistently when writing reports or technical documents

WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

3. The student understands and uses the steps of the writing process.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
3.1 prewrite		
generate own ideas (brainstorm); organize and plan writing (outlines, webbing, story mapping, listing, jotting, free writing, etc.)	use a variety of prewriting strategies (story mapping, listing, webbing, jotting, outlining, freewriting, brainstorming, etc.)	generate ideas and plan writing independently <i>such as extensive planning, and defining and choosing an appropriate mode of expression</i>
use available tools and technology <i>such as a simple word processor</i> consistently through the writing process	♦ use available tools and technology <i>such as a simple word processor</i> consistently through the writing process	♦ use available tools and technology <i>such as a simple word processor</i> consistently through the writing process
use resources in schools, libraries, and community	gather information from a variety of sources <i>such as interviews, multimedia, and periodicals</i>	analyze and synthesize information from a variety of sources <i>such as interviews, multimedia, books, and periodicals</i>
3.2 draft		
write using own vocabulary, spelling, and drawings	elaborate on an initial idea	formulate and construct ideas independently
	coordinate ideas and perspectives and take variables into account	coordinate a number of ideas and points of view
form complete phrases, sentences, and thoughts	construct a clear narrative or argument	present argumentation effectively by using clarity, coherency, and precision; draft text that uses logical flow of ideas and relationships
3.3 revise		
collect input from others	confer with others to improve text; evaluate suggestions from others	confer with others to improve text; incorporate suggestions from others
add appropriate language and/or graphics to enhance text and style	add and delete information and graphics as needed to enhance text and style	investigate additional information sources to improve text; use language to enrich text and enhance style
3.4 edit		
use a dictionary as a reference	use applicable reference tools	adapt new reference technologies to further the purpose of writing
correct errors with assistance	correct some errors independently	demonstrate self-correction
add missing or necessary words	adjust word choice and sentence structure	change text order to improve argument, flow of information, and logic
correct common errors in spelling, punctuation, and capitalization	correct mechanics and grammar	♦ correct mechanics and grammar

WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

Writing Essential Academic Learning Requirement 3 (Continued)

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
3.5 publish		
select a display form and publishing options <i>such as a book or a poster</i>	select from a variety of publishing options <i>such as school newspaper, bulletin boards, or multimedia formats</i>	identify viable markets and forums for specific pieces of writing
produce a legible final product	produce a legible, neat final product	produce a legible, professional-looking final product
use technology when needed	use different technologies to produce a finished product	use a variety of technological resources to produce a final product

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WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
4.1 assess own strengths and needs for improvement		
use established criteria to reflect on and improve writing	establish and apply own criteria to improve writing	articulate own and established criteria to improve writing; defend choices to deviate from established criteria
	analyze the works of effective writers to improve writing	assess own strengths and developmental needs as a writer
	articulate the qualities that make a piece of writing effective	demonstrate knowledge of the qualities that make a piece of writing effective
4.2 seek and offer feedback		
accept and employ feedback on own writing when appropriate	accept feedback and edits to revise own writing when appropriate	seek, evaluate, accept, and apply feedback; hold on to one's own vision
offer positive feedback on others' writing	offer feedback, with guidance on others' writing, with regard to: • concept and design • style • conventions	independently offer specific feedback on others' writing with regard to: • concept and design • style • conventions